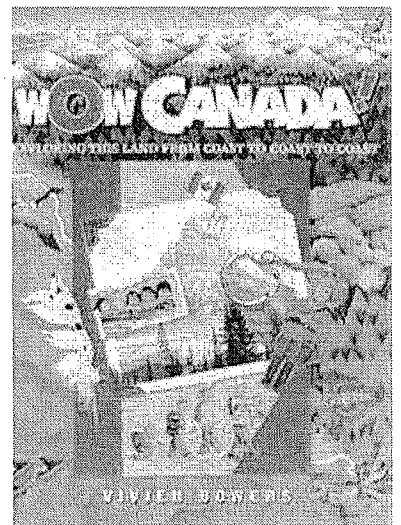


Ma province ou Mon territoire

1. Utilise l'information que tu as trouvée en complétant le paquet de ta province ou de ton territoire.
2. Regarde dans le livre WOW Canada par Vivien Bowers.
3. Choisis une page que tu aimes la présentation.
4. Essaie de présenter ton travail d'une façon semblable.
5. Je veux voir:
 - a) une présentation créative, originale et avec beaucoup de couleurs. (PS Mme Tanner n'aime pas voir le papier blanc!)
 - b) de l'information correcte et appropriée phrases complètes
 - c) une présentation orale à la classe la semaine prochaine du _____
Raconte-nous ce que tu as appris!
6. Évaluation - Tourne la page SVP.



Nom: _____

CATEGORY	A	B	C+	C	C-
Writing - Grammar	There are no grammatical mistakes.	There are no grammatical mistakes after feedback from Mme Tanner.	There are 1-5 grammatical mistakes in the project even after feedback from an adult.	There are several grammatical mistakes even after feedback from Mme Tanner.	There are numerous grammatical mistakes even after feedback from Mme Tanner.
Writing - Mechanics	Capitalization and punctuation are correct throughout the project.	Capitalization and punctuation are correct throughout the project after feedback from Mme Tanner.	There are 1-5 capitalization and/or punctuation errors in the project even after feedback from Mme Tanner.	There are several capitalization or punctuation errors in the project even after feedback from Mme Tanner.	No attention to capitalization or punctuation is demonstrated.
Attractiveness & Organization	The project has exceptionally attractive formatting and well-organized information.	The project has attractive formatting and well-organized information.	The project has well-organized information.	The project's formatting and organization of material are confusing to the reader.	Some parts of the project are missing therefore it lacks organization.
Graphics / Pictures / Images	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the project seems "text-heavy".	Graphics do not go with the accompanying text or appear to be randomly chosen.	Little or no pictures/illustrations included.
ORAL	Prepared; made eye contact; spoke clearly and loudly;	99-73% of the criteria have been met.	67-72% of the criteria have been met.	Less than 67% of the criteria for the project have been met.	Less than 60% of the criteria of the project have been met.
Timeline	Final product handed in on time.	Final product handed in at or after recess.	Final product handed in at or after lunch.	Final product handed in after school.	Final product was handed in late.

Prescribed Learning Outcomes for Le Canada:

Social Studies:

- Determine what is significant in an account, narrative, map, or text (significance)
- Assess and compare the significance of people, places, events, and/or developments over time and place (significance)
- Explain different perspectives on a past or present event or issue, including how changing values, worldwide views, and beliefs have influenced perspectives (perspectives)

Visual Arts:

- create visual presentation for a variety of purposes

Language Arts

- create meaningful visual representations for a variety of purposes and audiences that communicate personal response, information, and ideas relevant to the topic, featuring:
 - the development of **ideas** using clear, focussed, and useful details, and by making connections to personal feelings, experiences, opinions, and information
 - an **organization** in which key ideas are evident

- use the **features** and **conventions** of language to express meaning in their writing and representing, including:
 - conventional spelling for familiar and frequently used words
 - spelling unfamiliar words by applying **strategies** (e.g., **phonic knowledge**, use of common spelling patterns, dictionaries, 501 Verb Book)
- legible writing appropriate to context and purpose